

SPECIAL EDUCATION PERFORMANCE REPORT



June 1, 2013

Commonwealth of Virginia Public Schools

The Individuals with Disabilities Education Act (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the state and the divisions met state targets described in the state's special education State Performance Plan. This report compares the division's performance to the State's target.

Virginia's 2005-2012 State Performance Plan and 2011-2012 Annual Performance Report can be found at: http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml.

Indicator 1: Graduation

	2011-2012 State Performance	2011-2012 State Target	State Target Met
Students with IEPs graduating from high school with a regular diploma	48.41%	49.96%	No

Indicator 2: Dropouts

	2011-2012 State Performance	2011-2012 State Target	State Target Met
Students with disabilities grades 7-12 who dropped out	1.52%	2.10%	Yes

Indicator 3: Participation and Performance on Statewide Assessments

	2011-2012 State Performance	2011-2012 State Target	AMO Targets Met
3a. Percentage of divisions that met AMO targets for students with disabilities subgroup	40.5%	18%	Yes

	2011-2012 State Performance	2011-2012 State Target	State Target Met
3b. Students with disabilities participation rate for English/reading	99.4%	95%	Yes
3b. Students with disabilities participation rate for math	98.9%	95%	Yes

	2011-2012 State Performance	2011-2012 State Target	State Target Met
3c. Students with disabilities proficiency rate for English/reading	65.6%	59%	Yes
3c. Students with disabilities proficiency rate for math	39.8%	33%	Yes

Indicator 4: Suspension/Expulsion

	2011-2012 State Performance	2011-2012 State Target	State Target Met
4a. Percent of divisions identified with significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.	10.6%	0%	No
Percent of divisions identified with significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and policies, procedures or practices that contributed to the significant discrepancy; and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.76%	0%	No

	2011-2012 State Performance	2011-2012 State Target	State Target Met
4b. Percent of divisions identified with significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.	9.09%	0%	No
Percent of divisions identified with significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and policies, procedures or practices that contributed to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.76%	0%	No

Indicator 5: School Age Least Restrictive Environment (LRE)

	2011-2012 State Performance	2011-2012 State Target	State Target Met
5a. Students included in regular classroom 80% or more of the day	61.8%	68%	No
5b. Students included in regular classroom less than 40% of the day	12.5%	8%	No
5c. Students served in separate public or private school, residential, home-based or hospital facility	3.6%	<1%	No

Indicator 6: Preschool Least Restrictive Environment (LRE)

Percent of preschool children ages 3-5 with Individualized Education Programs (IEPs) who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

	2011-2012 State Performance (baseline)	2012-2013 State Target
6a. Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program	33.46%	38.0%
6b. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility	26.83%	25.0%

Baseline data has been submitted in the 2011-2012 State Performance Plan (SPP) along with measureable and rigorous targets for 2012-2013. Divisions will be compared against state targets beginning in 2012-2013.

Indicator 7: Preschool Outcomes

		2011-2012 State Performance	2011 -2012 State Target	State Target Met
7a. Positive social-emotional skills (including social relationships)	A. % entered below age expectations	88.1%	86%	Yes
	B. % functioning within age expectations	57.9%	56%	Yes

7b. Acquisition and use of knowledge and skills (including early language/communication and early literacy)	A. % entered below age expectations	92.3%	90%	Yes
	B. % functioning within age expectations	45.6%	39%	Yes
7c. Use of appropriate behavior to meet their needs	A. % entered below age expectations	89.1%	87%	Yes
	B. % functioning within age expectations	64.8%	62%	Yes

Indicator 8: Parent Involvement

	2011-2012 State Performance	2011-2012 State Target	State Target Met
Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	80.1%	78%	Yes

Indicator 9: Districts with Disproportionate Representation in Special Education and Related Services

	2011-2012 State Performance	2011-2012 State Target	State Target Met
Percent of divisions identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0.0%	0.0%	Yes

Indicator 10: Districts with Disproportionate Representation in Specific Disability Categories

	2011-2012 State Performance	2011-2012 State Target	State Target Met
Percent of divisions identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0.0%	0.0%	Yes

Indicator 11: Timeline for Eligibility

	2011-2012 State Performance	2011-2012 State Target	State Target Met
Children with parental consent to evaluate, who were evaluated and whose eligibility was determined within 65 business days	98.7%	100%	No

Indicator 12: Part C to Part B Transition

	2011-2012 State Performance	2011-2012 State Target	State Target Met
Children determined eligible and IEPs developed and implemented by their third birthdays	99.3%	100%	No

Indicator 13: Secondary IEP Goals and Transition Services

	2011-2012 State Performance	2011-2012 State Target	State Target Met
Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority	98.4%	100%	No

Indicator 14:

	2011-2012 State Performance	2011-2012 State Target	State Target Met
14a. Enrolled in higher education within one year of leaving high school	34.9%	32%	Yes
14b. Enrolled in higher education or competitively employed within one year of leaving high school	62.7%	55%	Yes
14c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	72.2%	64%	Yes

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